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| **Lesson Title: Chordal Accompaniment** | | |
| **Lesson Duration:** One class | **Grade:** 3rd GRADE | |
| **Topic: Chordal Accompaniment** | | **Date:** |

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| **h Lesson Plans – Barina Blackwelder h** | LESSON OBJECTIVES | **KEY VOCAULBARY** |
| **3.ML.1 (Music Literacy)**  **3.ML.1.2**  Execute the performance of major scale tones using the voice.  **3.ML.1.3** Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.  **3.ML.2**  **3.ML.2.2**  Interpret through voice and/or instruments visual representation of the major scale.  **3.MR.1 (Musical Response)**  **3.MR.1.2**  Use musical terminology when describing music that is presented aurally.  **3.MR.1.3**  Use established criteria to evaluate music. | Chord, Venn diagram, accompaniment   |  | | --- | | **TEXT** | |  | | **CDs or RECORDINGS** | |  | | **INSTRUMENTS** | | Boomwhackers, Boom-a-phone with mallets | | **TECHNOLOGY** | |  | | **OTHER MATERIALS** | |  | |
| **ASSESSMENT** |  |
| Students will be able to fill out a Venn diagram to analyze chords. (written) They will also be able to identify a chord progression on a I/V7 song. (orally as a class) |  |
| **SUMMARY OF TASKS / ACTIONS** | |
| 1. Explain what a chord is and what it should sound like…listening test on chords. (thumbs up for a chord/down for a non-chord). 2. Use Venn diagram to analyze C Major and G7 Major chords. 3. Have students fill out their own Venn diagram on personal white boards or paper (to be assessed). 4. Use the Venn diagram as a seating chart on the floor. Notice that students with G will be seated in the middle of the floor. 5. Experiment by singing “Itsy Bitsy Spider” to discover the chord progression. (Teacher plays chords on piano until students agree on progression.) Students will write the chords above the lyrics on the board. 6. Practice playing and singing chords as they track the lyrics. 7. Students should begin to decide other chord progressions on more songs, such as “Row, Row, Row Your Boat” and “He’s Got the Whole World in His Hands.” 8. Perform songs for another class. (ex. Reading Buddies) | |
| **REFLECTION / CLASS GRADES** | |
| Students will receive participation grades for singing/playing. Their written assessment will serve as their content grade. | |